



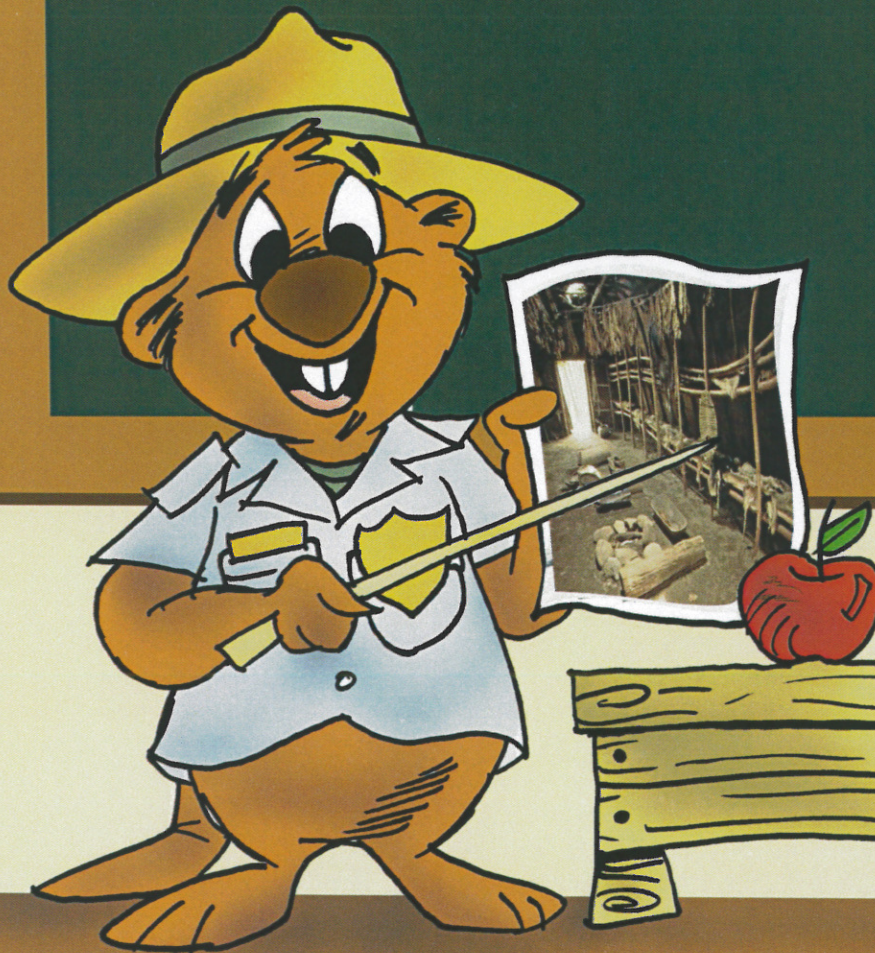
River Raisin National Battlefield Park Presents

THE WAR OF 1812: BATTLES OF THE RIVER RAISIN

WYANDOTTE NATION STATIONS



Grade Level: 3 - 5



WITH
"PROFESSOR"
MAJOR
MUSKRAT
BY: DANIELLE OZANICH

LESSON PLAN



LAZBOY
Live Life Comfortably



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Monroe Bank & Trust



Community
Foundation
FOR SOUTHEAST MICHIGAN



River Raisin
National Battlefield
Park Foundation

2016
National Park Service
CENTENNIAL



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LEADERSHIP
COLLABORATION
EXCELLENCE

River Raisin National Battlefield Park Lesson Plan

WYANDOTTE NATION STATIONS

GRADE LEVEL:

3rd – 5th

Sponsored by the Community Foundation for Southeast Michigan
Developed by Danielle Ozanich

OVERVIEW:

• Narrative - This lesson provides students with background about the Wyandotte Nation during the early 1700s. The Wyandotte's lived in southeast Michigan near what is now the River Raisin National Battlefield Park. The Battles over the River Raisin were pivotal for the Wyandotte's in the War of 1812 and led to the eventual removal of the Wyandotte Nation from their native lands. During this lesson, students will learn about the Wyandotte and their language, homes, traditional dress, government, location in Michigan, daily life, and family structure by visiting stations set up around the classroom. Using background information provided, students will begin to develop an understanding of the culture of the Wyandotte people.

OBJECTIVES:

Students will:

- o Gain an understanding of how the Wyandotte's lived in the early 1700s.
- o Be able to distinguish between the male and female roles of the Wyandotte.
- o Analyze maps of Michigan to understand where the Wyandotte lived.
- o Explain the importance of understanding another culture in terms of their language, homes, traditional dress, government, location, daily life, and family structure.
- o Write a coherent article about a topic using facts and details learned at the stations.

ENDURING UNDERSTANDING:

- o Culture is a way of life of a group of people who share similar beliefs and customs.
- o People of today have a lot in common with people of the past.
- o The Wyandotte fought in the Battles over the River Raisin to preserve their culture and protect their families.

ESSENTIAL QUESTIONS:

- o What can we learn from a culture by studying its past?
- o Who are the Wyandotte?
- o Why was it important to the Wyandotte to protect their culture?
- o Is your culture and family important to you?

• Common Core State Standards and Michigan Grade Level Content Expectations:

5 – U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland). (National Geography Standard 1, p. 144) 3146105796

U1.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use. (National Geography Standard 11, p. 164, C, E)

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.



River Raisin National Battlefield Park Lesson Plan

WYANDOTTE NATION STATIONS

- **Time Required** – This lesson will require approximately two one-hour class sessions.
- **Topic or Era** – This lesson focuses on the culture and lifestyle of the Wyandotte Indians in the 1700's to early 1800's.
- **Key Concepts and Skills:** clan mother, clan, common property, matriarchal, heritage, longhouse, wigwam, sachem, chief, council

Preparation:

Materials:

- o Naming Note document (one for each child)
- o Station Signs and Clan Name Tags document (as needed)
- o Passport (one for each child)
- o Access to three devices with Internet connection
- o Four copies of Family document
- o Four copies of Daily Life document
- o Four copies of Government document
- o Four copies of 2015 Wyandotte Map document
- o One copy of Homes document
- o One copy of Location document
- o Assessment document (one for each child)
- o Pencils and crayons or colored pencils for each child
- o Chart paper and chart markers

Resources

These resources are necessary to teach the lesson:

- o <https://www.youtube.com/watch?v=mSZwJOfU3IQ>
- o <http://www.Wyandottete-nation.org/culture/language/monthly-words/>
- o Chris's Video about modern day Wyandotte
- o Video on Wyandotte Language

Other Resources:

- o Sagard, Gabriel. Country of the Hurons. Champlain Society Publication 1939
- o <http://www.Wyandottete-nation.org/culture/history/published/native-peoples/>
- o <http://www.saintmarieamongsthehurons.on.ca/sm/en/Home/index.htm>
- o <http://detroithistorical.org/>
- o <http://Wyandottehistory.com/index.html/items/show/61>
- o <http://www.citytowninfo.com/places/michigan/map>
- o http://detroithistorical.org/buildingdetroit/curriculum_3fires.php
- o <http://www.loc.gov/resource/g3700.ct000666/>
- o <http://www.magnetawan.com/index.php/tourism/history-of-magnetawan/8-aboriginals>
- o <http://www.accessgenealogy.com/native/Wyandotte-government-a-short-study-of-tribal-society.htm>
- o <https://openclipart.org/detail/131797/note-with-thumbtack>



River Raisin National Battlefield Park Lesson Plan

WYANDOTTE NATION STATIONS

PROCEDURE:

Before Lesson:

1. Prior to the lesson, send home the Naming Note document with your students. Make sure they have ample time to complete their assignment and bring back their new Wyandotte Name!
2. Set up each Wyandotte Nation Station. Post each stations sign by it's activity.



River Raisin National Battlefield Park Lesson Plan

WYANDOTTE NATION STATIONS

Dear Students and Parents\Guardians,

Names are important! Likely your parents carefully chose your name at birth. We will be learning about a group of American Indians called the Wyandotte. Your assignment tonight is to find out what name your family would give you if you were raised Wyandotte. Read on to learn how to receive your new name.

In the early Wyandotte culture, the mom and dad did not name the children. Once a year, the council of women of the clan choose a name for children born the previous year. Each clan had names that belonged to it and indicated which clan you were a part of. Only one living clan member could have a particular name at a time. No person could change their name, but they could be given a new name based on honorable or dishonorable conducted, or they could win a new name by remarkable circumstances or deeds.

Today, Wyandotte names are given to honor an individual for making significant contributions to the tribe as they became older children, teenagers or even as adults. When an individual is chosen to receive a Wyandotte name their family selects an appropriate name based on attributes, personal habits, attitudes or character traits they exhibit. The name may include characteristics that described the individual from nature such as weather, animals, plants, etc.; abilities such as speed, agility, strength, precision, etc.; personal traits such as happy, wise, intelligent, funny, tall, etc.; or other characteristics like someone that sees something that needs to be to be done and does it may be called "Eagle Eyes" and their last name or someone who works hard regardless of pay might be called "Brick by Brick" and their last name. Some examples of the early Wyandotte's names and what they might have meant include "Walks in the Water" (skilled water hunter or warrior), "Splitlog" (gifted canoe maker), "Leatherlips" (you could count on what he said not changing).

What name would your family recommend to honor you? Everyone in your family, except yourself, should participate including siblings, aunts, uncles, grandparents, and your guardians or parents. You do not have a say in your name! If you cannot find anyone close to you to name you, do not fear. As a strong trusted close adult, I would be honored to name you. Just ask me.

Bring your Wyandotte Name back with you to school by _____. Make sure you understand the meaning behind your new Wyandotte Name and are able to share who participated in choosing your name of honor for you.

We cannot wait to hear your new name!

Sincerely,





SETUP: DAY 1

EXAMPLE: WYANDOTTE NATION STATIONS

**HOMES
STATION 2**

**LANGUAGE
STATION 1**

**GOVERNMENT
STATION 3**

**WYANDOTTE
TRADITIONAL CLOTHING
STATION**



**WYANDOTTE
TODAY
STATION 8**

**DAILY LIFE
STATION 4**

**LOCATION
STATION 6**

**FAMILY
STATION 5**

STUDENT NAME: _____

WYANDOTTE NAME: _____

NAME MEANING: _____

WHO HELPED YOU CHOOSE YOUR NAME: _____

River Raisin National Battlefield Park Lesson Plan

WYANDOTTE NATION STATIONS

Language - Station 1

Have it setup so students can visit to <http://www.Wyandottete-nation.org/culture/language/monthly-words/> to listen to common foods spoken in the Wyandotte language. At the station they will complete the language page in their Passport booklet.

LANGUAGE:



LA Z BOY
Love Life. Live Comfortably.



Community
Foundation
FOR SOUTHEAST MICHIGAN



River Raisin
National Battlefield
Park Foundation

2016
National Park for
CENTENNIAL



RESA
RIVER RAISIN
EDUCATIONAL
SERVICE AGENCY

River Raisin National Battlefield Park Lesson Plan

WYANDOTTE NATION STATIONS

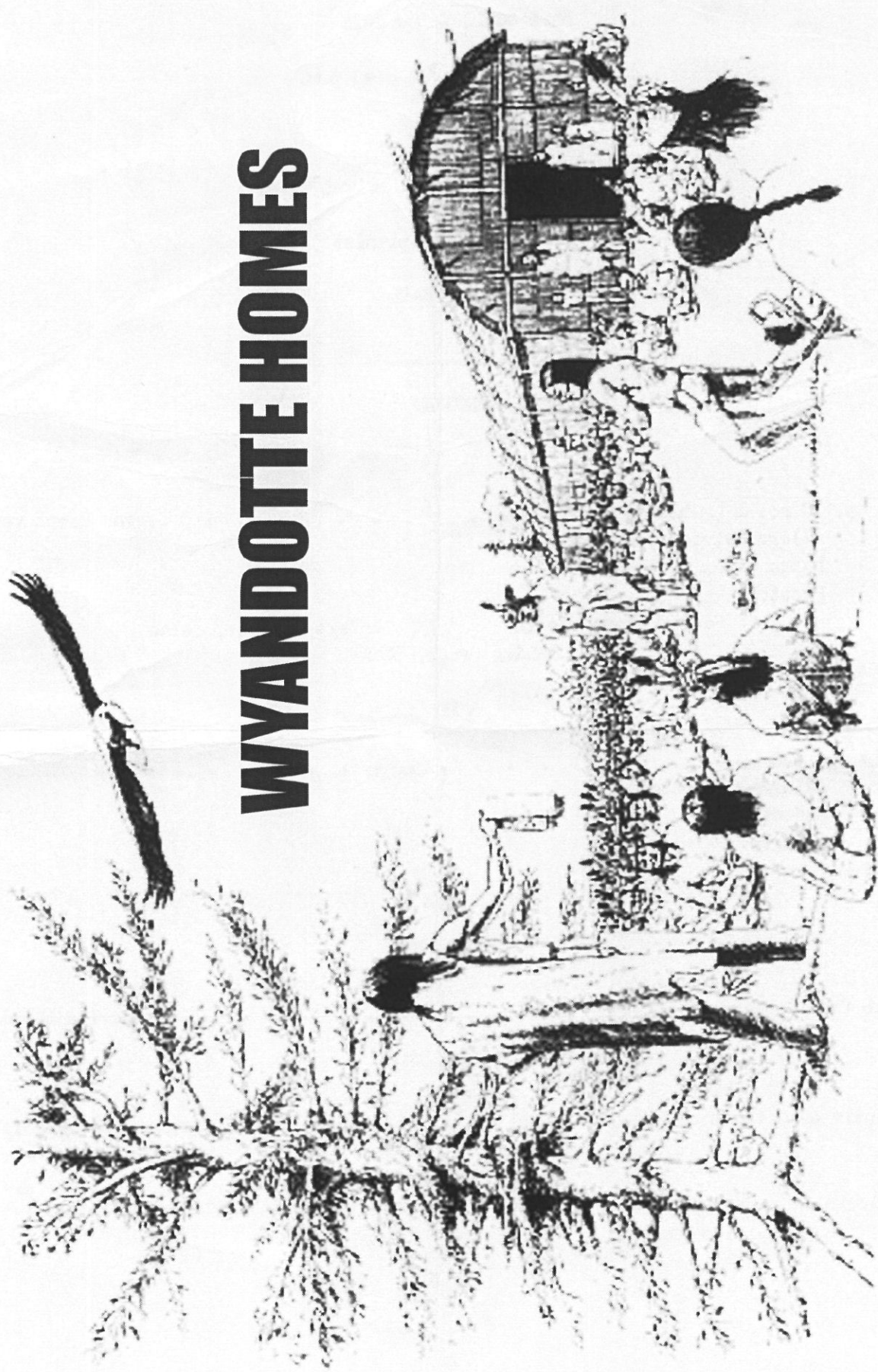
Homes - Station 2:

Print the pictures of wigwams and longhouses found below. Have the students analyze the pictures of longhouses and wigwams to make inferences about the homes of the Wyandotte during the 1700 and early 1800s. Have them write about their inferences in their Passport booklet.

HOMES:



WYANDOTTE HOMES



LONGHOUSE



INSIDE OF A LOGHOUSE



WIGWAM



GOVERNMENT STATION 3:

Students will read about the government structure of the Wyandotte found in the Government document. Then they will write three things they learned in their Passport booklet created from the Passport document.

GOVERNMENT



GOVERNMENT

The Wyandotte had a representative government. That means they chose leaders to represent them when it came to important decisions.

The day to day government of the Wyandotte was based on the clan. A clan is a large group of people who are related. For the Wyandotte, a clan consisted of family members who had a common female ancestor. Marrying within a clan was forbidden. Tribal Members married from clan to clan and would live in the clan of the female spouse.

In each clan, there was a council made up of four women. These women were called clan mothers and had excellent decision making skills. Clan mothers were responsible for the welfare of the clan. They also chose the chief of the clan. During this time, only men could be chiefs. However, only the women were allowed to choose the chief of their clan. The clan mother and the chief made up the clan council and the chief was the head of the council.

How did the different clans work together for the common good of the tribe? They met to make decisions in a tribal council! The tribal council was made up of all the clan chiefs. The clan chiefs are the ones who chose the sachem, also called the tribal chief or grand chief.

Important decisions affecting the tribe would be made during this time. However, if it was a time of war, there were special war chiefs who made the decisions. Decisions were made at the Tribal Council Fire.

Daily Life - Station 4

Students will read an informational article about the daily life of a Wyandotte living in the early 1700s. They will learn about the Wyandotte's thoughts on property ownership and how they used the land. Students will learn about Wyandotte hunting, fishing, farming, and trading. They will explain in their passports to Understanding booklet created from the Passport document how the Wyandotte viewed land ownership and draw a picture depicting daily life.

Optional: Add a mortar, pestle, and corn for students to pound corn.

DAILY LIFE:



DAILY LIFE

Wyandotte families lived by hunting, farming, and fishing. They were farmers who grew corn, beans, and squash. Land was common property. That means they shared it! Anyone was allowed to clear as much land as needed and that land stayed in that family's possession as long as they continued to use it. When one family did not need as much land, another family would use it.

Do you like corn? If so, you would have loved to live with the Wyandotte! Sixty-five percent of their diet consisted of corn. Sometimes corn was pounded into flour. Then it was used to make corn bread that was baked under hot ashes. Do you like soup? The Wyandotte did. They made corn soup with fish, meat and squash. They also ate beans, nuts and even maple syrup. They gathered ripe fruits, nuts and berries. Yum!

The men fished using nets and wooden spears with barbed boneheads. Whitefish, trout, sturgeon, pike, and catfish were dried and smoked to eat later. In addition to smoking the fish, they also hung them out to dry.

How did they hunt? This is interesting! The men hunted deer by driving them into rivers or other areas where the deer would be trapped. Then the deer were shot with bow and arrow. The Wyandotte smoked the meat and it was mostly used as a main dish at feasts and celebrations. Deer weren't the only animals the Wyandotte hunted. They also hunted bear! Did the Wyandotte hunt anything else? Yes, they did! Beaver were killed for fur as well as meat. The beaver was a big part of the fur trade.

Family Structure - Station 5:

Print and place the informational piece about the family structure of the Wyandotte and cut-out family structure pieces in the Family Structure station. When the students rotate to this station they will read the information about Wyandotte families and complete a sorting activity where they must decide which tasks were completed by the women and which tasks were completed by the men. Once they have sorted Wyandotte family activities, students will compare the family structure of the early Wyandotte to their own family structure in the Passport booklet created from the Passport document.

FAMILY STRUCTURE:



FAMILY

What was it like to be a Wyandotte woman? Well, they had a lot of influence on the tribe and selected the male chiefs of their clan. They also guarded the village traditions. As many as six families would live in a typical longhouse and each family consisted of a woman, her daughters or sisters, and their husbands and children. Can you imagine living with that many people?

The Wyandotte had a matriarchal system. That means a family's heritage was traced on the mother's side of the family and the women were the head of the household. The women choose four woman councilors to lead the clan. The Councilors (or Clan Mothers) played a very important role. This was different from how the Europeans traced their heritage. They traced their heritage on the father's side. In European cultures family belongings would be passed down from father to son. Since the Wyandotte traced their heritage on the mother's side of the family, they would expect to inherit the possessions of their mother's brothers! Finally, when a Wyandotte man and woman got married, they would normally move into the house of the woman's parents. The women usually oversaw everything going on in the longhouse.

What was it like to be a Wyandotte man? The Wyandotte men worked hard to be brave warriors, good hunters, good fishermen, and clever traders. Being generous was important to the Wyandotte as was being a good speaker. The men worked hard to earn reputations of being generous and of being a good speaker. The men were selected by the Clan Mothers to be the Clan Chief. Clan Chief's served on the Tribal Council and made important decisions for the entire tribe. If the Clan Mothers did not like a decision the Clan Chief made they could change who was the Clan Chief.

What was it like for kids in a Wyandotte village? Young children had a lot of freedom. They learned the skills they would need when they became adults by playing games. For instance, young boys spent much of their time playing with bows and arrows and other weapons. Little girls grew up helping their mothers and other women in their family with their work.

What was the work? The work of Wyandotte men and women were very different! Can you sort the following tasks into duties typically performed by men and women? Once you have finished sorting ask for the answer key to see how well you did!

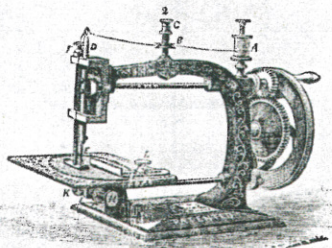
MEN

WOMEN

COOKING



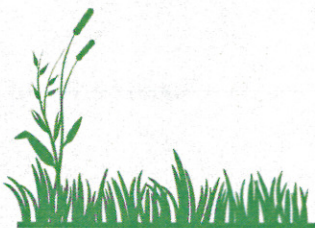
SEWING



TANNING LEATHER



CLEARING NEW FIELDS



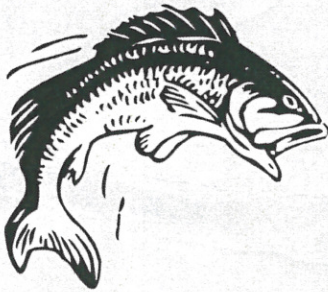
CHILD CARE



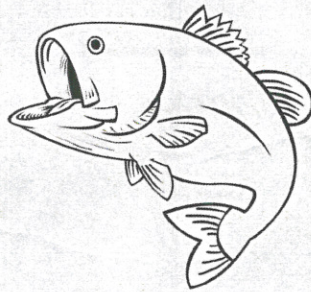
HUNTING



FISHING



STORING FISH



CLEANING OUT



MAKING TOOLS AND UTENSILS OUT OF STONE AND WOOD



GATHERING FOOD



REPAIRING THE VILLAGE STRUCTURES (HOMES..ETC)



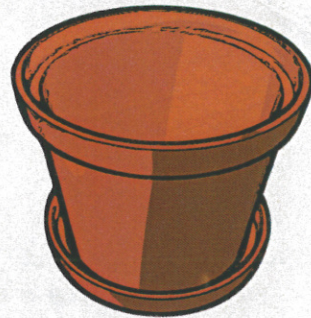
MAKING BASKETS



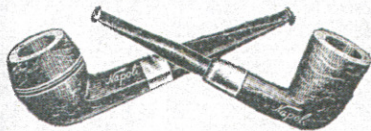
MAKING CANOES



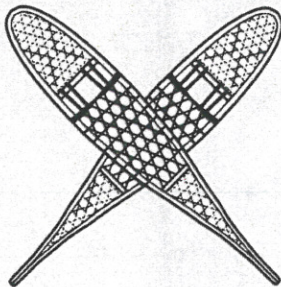
MAKING POTS



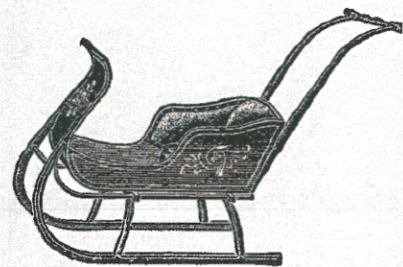
MAKING PIPES



MAKING SNOWSHOES



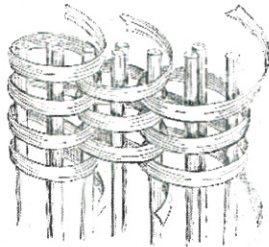
MAKING SLEDS



PEACE NEGOTIATIONS



WEAVING MATS



WEAVING FISHNETS



CARING FOR FAMILIES AND GUESTS



PLANTING, TENDING, AND HARVESTING PLANTS



WARRIOR



ANSWER KEY

WOMEN:

- cooking, sewing and tanning leather
- child care
- cleaning out cooking fires and hearths
- gathering food
- making baskets and pots
- weaving mats and fishing nets
- planting, tending, and harvesting crops
- caring for families and guests

MEN:

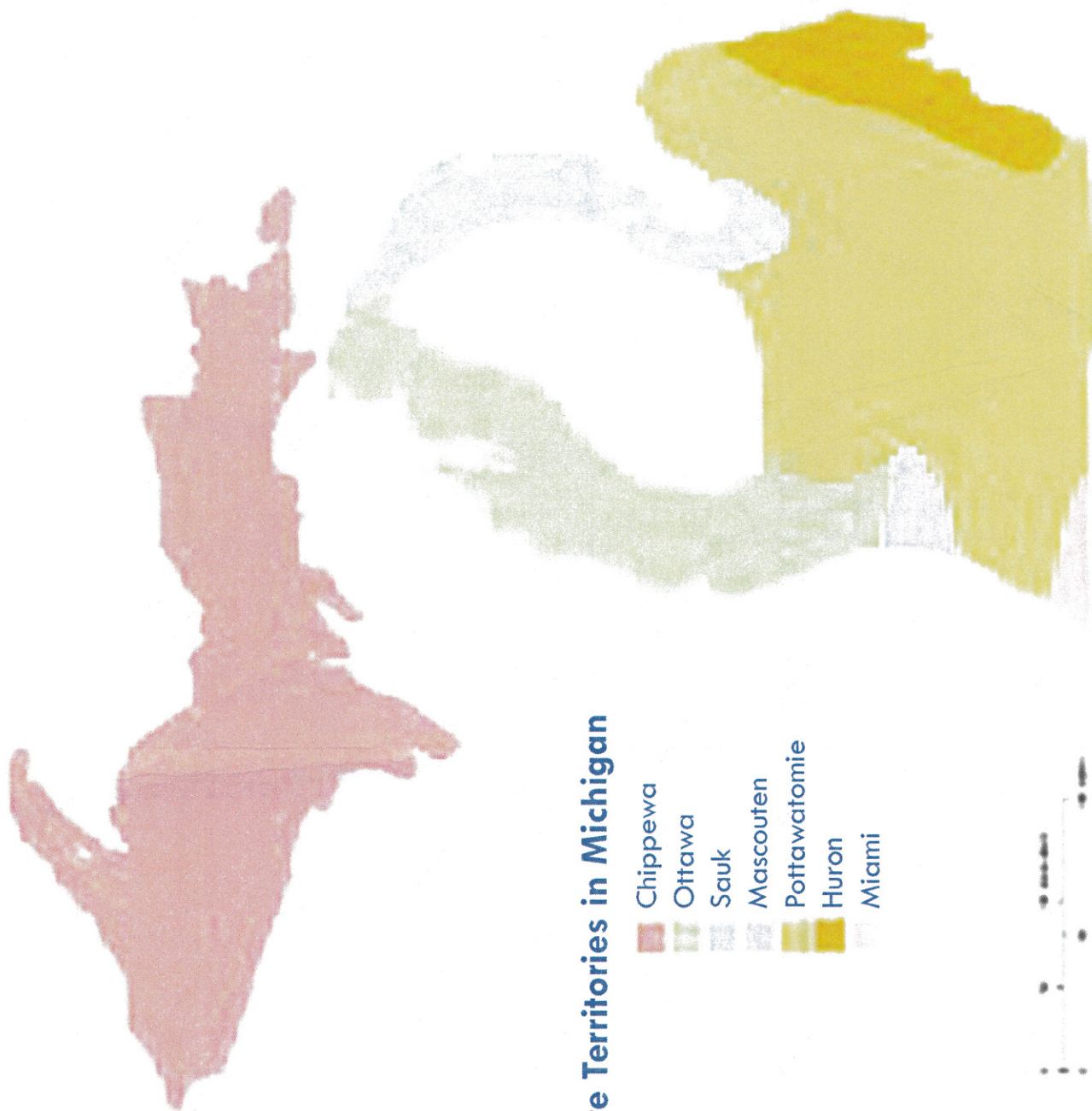
- clearing new fields
- hunting
- fishing and storing the fish
- making stone and wooden utensils and tools
- repairing the village structures
- making canoes, pipes, snowshoes and sleds
- peace negotiations
- warriors

Location - Station 6:

Students will analyze four maps of Michigan found in the Location document. The first map pinpoints where the Wyandotte lived in Michigan during this time. The second map is a current map of Michigan. The third map shows where the Wyandotte lived in Michigan, but refers to them as Huron. The final map is a French map from 1718. It also refers to the Wyandotte as Huron. After analyzing these maps, the students will write in their Passport booklet three things the maps taught them about the Wyandotte.

LOCATION:



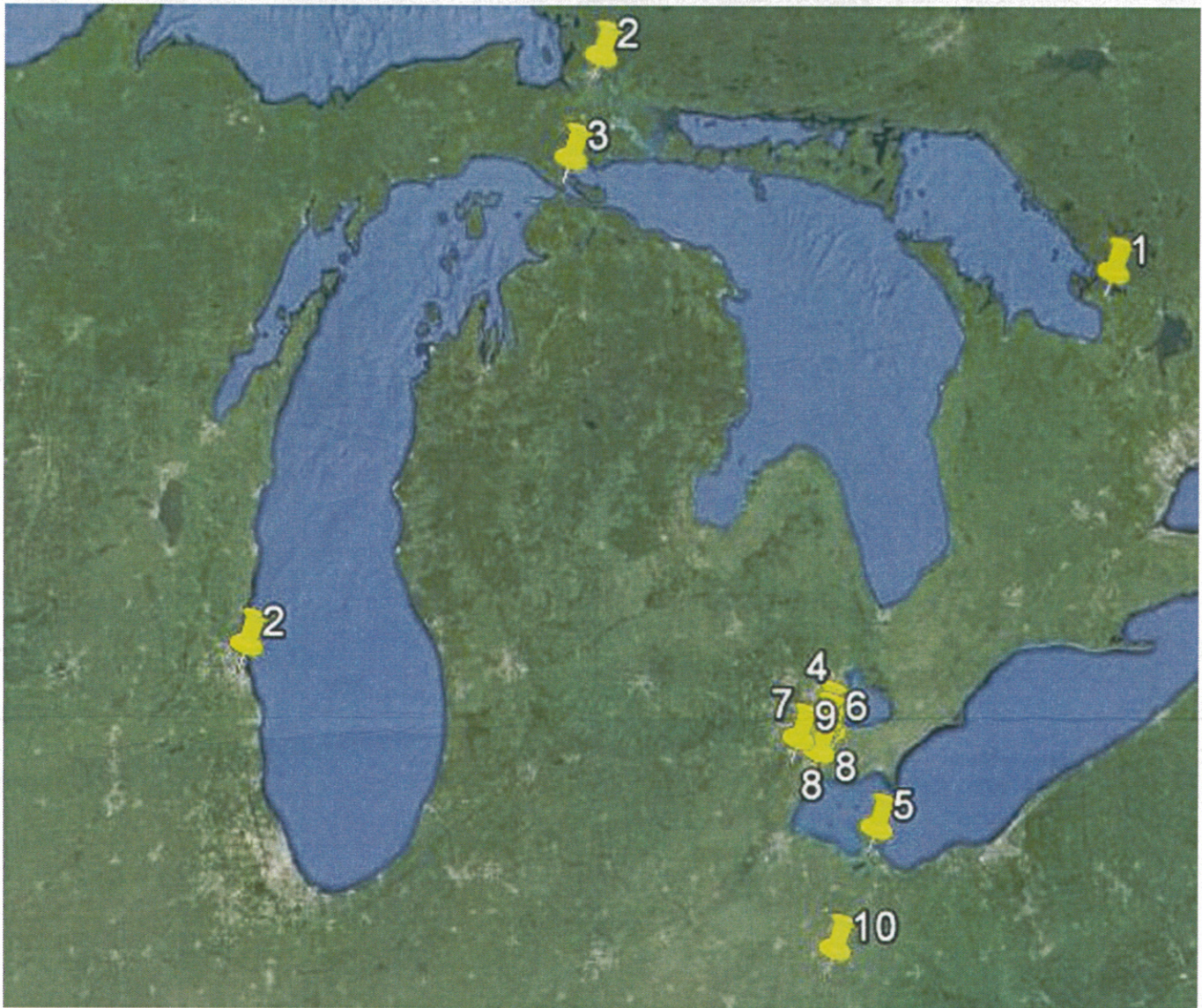


Native Territories in Michigan

- Chippewa
- Ottawa
- Sauk
- Mascouten
- Pottawatomie
- Huron
- Miami



LOCATION



The yellow push pins show where Wyandot villages and reservations were in Michigan.

LOCATION



Traditional Clothing - Station 7:

Students will visit <https://www.youtube.com/watch?v=mSVwJOu3IQ>. This website has a video of people wearing traditional Wyandotte clothing of the time period. They will examine the video and compare the clothing to the modern clothes worn today in their Passport booklet created from the Passport document.

TADITIONAL CLOTHING



Wyandotte's of Today - Station 8:

Students will analyze the 2015 Wyandotte Map showing where the Wyandotte live today. They will also watch a short video clip of the Wyandotte Nation in Oklahoma. Then they will respond in their Passport booklet created from the Passport document by writing what they used to think about the Wyandotte and now what they know about the Wyandotte.

WYANDOTTE'S TODAY



WYANDOTTE NATION



This map represents where members of one tribe of the Wyandotte (Oklahoma) lived in 2015.
There are other tribes in based in Kansas and Michigan!



LESSON: DAY 1

1. Make sure all of the students have been given a new Wyandotte name. If not, in private provide them a name and explain what it means.

2. Ask the students:

- Please explain what you think life was like for American Indians living in Michigan during the 1700 to early 1800s?
- Write their ideas on the board or chart paper and keep for review at the end of the second day's lesson.

3. Explain to students:

We have the opportunity to learn about what life was like for the Wyandotte people who used to live in Michigan during the 1700 and early 1800's. We will explore the Wyandotte language, dress, homes, family structure, daily life, government and where they lived!

4. Explain tribe structure:

The Wyandotte Tribe consisted of twelve clans and many of those clans still exist today. The clans were the Big Turtle, Little Turtle, Mud Turtle, Wolf, Bear, Beaver, Deer, Porcupine, Striped Turtle, Highland Turtle, Snake, and Hawk clans.

5. Organize your students into one of the twelve clans. Pass out the nametags on the next pages. Have them write their new Wyandotte names on their name tags and have them share the meaning of their new name and who gave them their name with their clan members. If you provided them blank paper for a name tag you can also have them draw a picture of what they think the clan symbol might look like.
6. Pass out the Passport booklet created from the Passport document. Have students write their given names and their new names on the passport. Explain:

We will be exploring more about the Wyandotte people at stations that are setup around the room. As a clan, travel to each station. While at the station, complete the activity on the Passport that relates to that station. Once you have completed all of the stations and your Passport entries return to your seats.

7. Help students rotate through the Wyandotte stations by clan. There are only 8 stations, so some clans will have to double up.
8. When students have completed all eight stations, gather them back together and ask them to consider what they think some of the main or core ideas of what they learned about the Wyandotte seem to be.
9. Create a concept map on the chart paper. Have students tell you what they learned at each of the eight stations. Record their thoughts on the concept map and correct any misunderstandings.

CLAN ASSIGNMENTS + NAME TAGS:

Divide your students into twelve clans and print a sufficient number of clan name tags for each student with the clan names and symbols on them. As an alternative, print one of each of the clan name tags for students to see. Provide each student with a blank name tag or piece of paper to serve as a name tag and have them draw their own clan symbol onto their name tag based on what clan name you give them.

BIG TURTLE



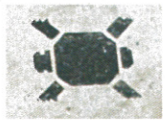
NAME _____

LITTLE TURTLE



NAME _____

MUD TURTLE



NAME _____

WOLF



NAME _____

BEAR



NAME _____

BEAVER



NAME _____

DEER



NAME _____

PORCUPINE



NAME _____

STRIPED TURTLE



NAME _____

HIGHLAND TURTLE



NAME _____

SNAKE



NAME _____

HAWK



NAME _____

PASSPORT TO UNDERSTANDING THE WYANDOTTE



NAME: _____

WYANDOTTE NAME: _____

PASSPORT TO UNDERSTANDING : STATION 1

LANGUAGE

How is English different from the Wyandotte language? Go to <http://www.Wyandottete-nation.org/culture/language/monthly-words/>.

Click on the English word to hear the word in Wyandotte

Squash:



Pumpkin:



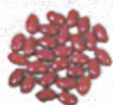
Watermelon:



Meat:



Beans:



Corn:



Apples:



Bread:



Please write the name of your favorite:

In English: _____

In Wyandotte: _____

PASSPORT TO UNDERSTANDING: STATION 2

HOMES

Study pictures and photographs of recreated Wyandotte homes of the past.

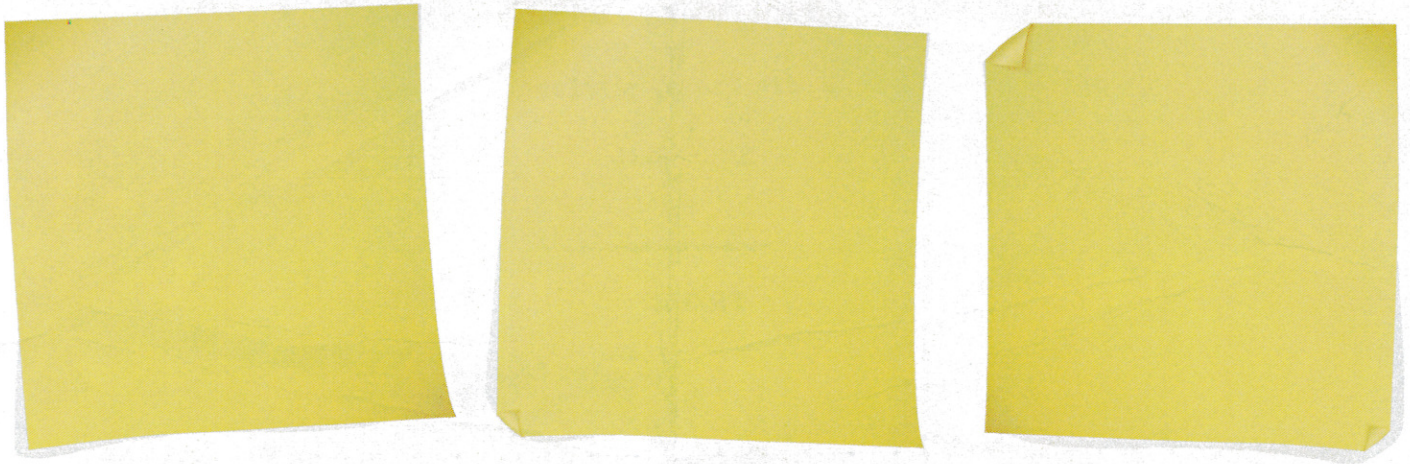
1. What do you notice?

2. Based on your list, what might you infer about Wyandotte homes and villages of the past?
What evidence is there to support your inference?

PASSPORT TO UNDERSTANDING: STATION 3

GOVERNMENT

What about the Wyandotte government sticks with you?



How does the Wyandotte government compare to the United States government?

PASSPORT TO UNDERSTANDING: STATION 4

DAILY LIFE

How did the Wyandotte view land ownership?

Draw a picture to show what you learned about the daily life of the Wyandotte.

FAMILY STRUCTURE

How is your life different or similar to the Wyandotte of the past? Fill in the chart.

	WYANDOTTE FROM THE PAST	MY FAMILY
MEN		
WOMEN		
CHILDREN		

What do you think Wyandotte families of today are like?

PASSPORT TO UNDERSTANDING: STATION 6

LOCATION

Look at the maps of Michigan. List three things you learned about the Wyandotte by analyzing these maps.

1)

2)

3)

PASSPORT TO UNDERSTANDING: STATION 7

TRADITIONAL CLOTHING

Visit <https://www.youtube.com/watch?v=mSZwJOfU3IQ>

What do you notice about the traditional clothing of the Wyandotte?

How do the clothes compare to what you wear today?

SIMILARITIES:

DIFFERENCES:

PASSPORT TO UNDERSTANDING: STATION 8

WYANDOTTE OF TODAY

Watch the short video and study the map of where the Wyandotte live today. Fill in the box below:

I used to think:

Now I know:

CONCEPT MAP:

WHAT MAIN IDEAS DID YOU LEARN?

LANGUAGE:

→

HOMES:

→

GOVERNMENT:

↓

DAILY LIFE:

↓

FAMILY:

←

LOCATION:

←

TRADITIONAL CLOTHING:

↗

WYANDOTTE TODAY:

LESSON: DAY 2



Review the concept map and explain that they will show off what they've learned by writing an informational article about the Wyandotte. Students need to choose two of the topics they studied yesterday to include in the article. Pass out the assessment guidelines and rubric provided in the Assessment document.

EVALUATION:

- Students will demonstrate their learning by writing an informational article about the Wyandotte using the assessment and rubric provided in the Assessment document.

DATE: _____

ASSESSMENT GUIDELINES

NAME: _____

WYANDOTTE NAME: _____

Directions: Demonstrate what you learned about the Wyandotte by writing an informational article. Choose two of the topics you learned about yesterday. You may use your passport to help you.

Make sure to:

- Clearly introduce the Wyandotte.
- Develop your piece about the Wyandotte with facts and details. You can even include definitions when needed.
- Think like a reader! What would make someone interested in reading your informational piece? Include text features to help a reader understand your information.
- Link the ideas of your writing together. Does your writing make sense?
- Use precise language and vocabulary to explain the topic.
- Write a strong concluding statement.

TEACHER'S ASSESSMENT RUBRIC

Name _____

CATEGORY	3	2	1	0
Government	Information clearly relates to the government of the Wyandotte. It includes several supporting details and/or examples.	Information clearly relates to the government of the Wyandotte. It provides 1-2 supporting details and/or examples.	Information clearly relates to the government of the Wyandotte. No details and/or examples are given.	Information has little or nothing to do with the government of the Wyandotte.
Family Structure	Information clearly relates to the family structure of the Wyandotte. It includes several supporting details and/or examples.	Information clearly relates to the family structure of the Wyandotte. It provides 1-2 supporting details and/or examples.	Information clearly relates to the family structure of the Wyandotte. No details and/or examples are given.	Information has little or nothing to do with the family structure of the Wyandotte.
Location	Information clearly relates to the location of the Wyandotte in Michigan. It includes several supporting details and/or examples.	Information clearly relates to the location of the Wyandotte in Michigan. It provides 1-2 supporting details and/or examples.	Information clearly relates to the location of the Wyandotte. No details and/or examples are given.	Information has little or nothing to do with the daily life of the Wyandotte.
Traditional Clothing	Information clearly relates to the traditional clothing of the Wyandotte. It includes several supporting details and/or examples.	Information clearly relates to the traditional clothing of the Wyandotte. It provides 1-2 supporting details and/or examples.	Information clearly relates to the traditional clothing of the Wyandotte. No details and/or examples are given.	Information has little or nothing to do with the traditional clothing of the Wyandotte.
Homes	Information clearly relates to the homes of the Wyandotte. It includes several supporting details and/or examples.	Information clearly relates to the homes of the Wyandotte. It provides 1-2 supporting details and/or examples.	Information clearly relates to the homes of the Wyandotte. No details and/or examples are given.	Information has little or nothing to do with the homes of the Wyandotte.
Daily Life	Information clearly relates to the daily life of the Wyandotte. It includes several supporting details and/or examples.	Information clearly relates to the daily life of the Wyandotte. It provides 1-2 supporting details and/or examples.	Information clearly relates to the daily life of the Wyandotte. No details and/or examples are given.	Information has little or nothing to do with the daily life of the Wyandotte.
Organization	Information is very organized with well-constructed paragraphs. There are very few grammatical, spelling, or punctuation errors.	Information is organized with well-constructed paragraphs. Watch your spelling, grammar, or punctuation.	Information is organized, but paragraphs are not well-constructed. You have great ideas, but your information is difficult to read.	Please take your time with your writing. Your article is difficult to read. You may want to plan out your writing before you begin.